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Government of  
**BELIZE**



**Annual Technical Report of  
The Ministry of Education, Culture, Science And Technology  
2022**

## List of Abbreviations

ACE	Adult Continuing Education
ATLIB	Association of Tertiary Level Institutions in Belize
BAPSS	Belize Association of Secondary School Principals
BCCI	Belize Chamber of Commerce and Industry
BDAT	Belize Diagnostic Assessment Test
BEMIS	Belize Education Management Information System
BESPlan	Belize Education Sector Plan
BESRPII	Belize Education Sector Reform Program Phase II
BNTU	Belize National Teachers Union
CABEI	Central American Bank for Economic Integration
CARICOM	Caribbean Community
CDB	Caribbean Development Bank
CSEC	Caribbean Secondary Education Certificate
DEC	District Education Centre
ECE	Early Childhood Education
EQIP II	Education Quality Improvement Program Phase II
ETES	Employment Training and Education Services
HRDS	Human Resource Development Strategy
IDB	Inter-American Development Bank
ISEE	Instructional Supervision for Educational Excellence
Let's REAP	Learning Recovery and Enhancement Programme
MoECST	Ministry of Education, Culture, Science and Technology
PBIS	Positive Behaviour Interventions and Support
PEU	Project Execution Unit
PPRE	Policy, Planning, Research and Evaluation Unit
QADS	Quality Assurance Development Services
S&T	Science and Technology
SAGE	Skills to Access the Green Economy
SDG	Sustainable Development Goals
STEAM	Science, Technology, Engineering, Arts and Mathematics
TDAP	Training Development Assessment Plan
TEDS	Teacher Education and Development Services
TLI	Teacher Learning Institute
TPSES	Tertiary and Post-Secondary Education Services
TVET	Technical and Vocational Education and Training

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**Hon. Francis Fonseca**

Minister of Education, Culture, Science & Technology



**Dr. Hon. Louis Zabaneh**

Minister of State in the Ministry of Education, Culture, Science & Technology

## EXECUTIVE SUMMARY

PlanBelize’s mission to increase Access, Equity, and Quality is clear, and so the Belize Education Sector Plan 2021-2025 remains committed to accomplishing the goals associated with Reforming the System of Education, Transforming Teaching and Learning, Prioritizing Underserved Sectors, and Maximizing Human Capital. The achievements of 2022 were the results of this commitment and the demonstration of robust partnerships between the Ministry and its stakeholders who, together, ‘Make Education Work for Belize.’

The MoECST thanks all parties involved for their unwavering support, collaborative efforts, solid commitment, and shared vision. Only through these partnerships could many of our achievements be attained. This report will outline the details of those achievements and the Ministry’s performance in implementing its Objectives and Actions, as well as the planned Next Steps and relevance of these activities to National, Regional, and International Development Plans. The MoECST will continue to foster productive relationships and champion the realization of the Next Steps projected for 2023.



**Dian Maheia**

Chief Executive Officer



**Yolanda Gongora**

Chief Education Officer



**Cecilia Ramirez-Smith**

Deputy Chief Education Officer

MAKING



WATION  
EDUCATION

WORK

BEFORE

### INTRODUCTION

Schools safely and responsibly resumed face-to-face instruction in August/September 2021, and this mode of learning continued seamlessly throughout the entire academic year of 2021-2022 without any interruptions.

The targeted activities outlined in the BESPlan 2021-2025 for the 2022 reporting period further focused on advancing efforts to Reform the Education System, Transform Teaching and Learning, Prioritize Underserved Sectors, and Maximize Human Capital. These initiatives further encouraged all Units within the Ministry to take action accordingly.

FOR



## PRIORITIES OF THE MINISTRY

**“The Belize education system will be inclusive, of high quality, accessible and equitable, technologically driven, and capable of fostering the development of good, productive citizens. The system will be accountable and effective in providing the support necessary to allow students, regardless of individual or family characteristics, to achieve their full personal and academic potential and to contribute positively to national development.**

The Ministry of Education will be suitably organized and staffed by personnel who have the relevant knowledge, skills and attitudes to deliver quality and responsive education services within an organizational culture that promotes innovation and accountability.

The Ministry of Education will have a measurable impact on the social and economic development of the nation through a financing system that is based on equity, performance and merit.

The Belize education system will be guided by a comprehensive and effective policy and regulatory framework that facilitates access, inclusion, quality and accountability.

Belizean students will spend their time in school acquiring the knowledge, skills and attitudes that are needed for their personal development and the development of the nation.

Science and technology resources will be widely available and effectively used to facilitate and improve the quality of teaching, learning, and decision-making.

Belizean students will participate in a fair, valid system of assessments that allows for improvement, certification and verification of their competencies and level of achievement.

Belizean teachers will have the knowledge, skills and attitudes needed to support students in acquiring high levels of literacy, numeracy, critical thinking and personal and interpersonal skills.

All Belizean preschool-aged children will have access to quality preschool programs and services.

All Belizean children will have access to quality education services regardless of their unique physical, social, emotional or academic needs.

A sense of ownership for TVET by the public and private sectors will be evident from their extensive involvement in the development and quality assurance of TVET programs and institutions.

Belizeans will have access to high quality and relevant tertiary education programs and research provided by institutions that meet national, regional and international standards.

Belizeans will be able to access relevant educational opportunities for self-improvement and employment throughout their lifespan.





# Vision Statement - The Belize Education Sector Plan (BESPlan) 2021-2025

The Ministry of Education is charged with the responsibility of ensuring that all Belizeans are given an opportunity to acquire the knowledge, skills and attitudes required for their own personal development and for full and active participation in the development of the nation. The MoECST's portfolio includes oversight of all schools and educational institutions, the National Institute for Culture and History, the National Library Service and the National Archives. This vision and the priorities are aligned with the PlanBelize Education Policy, which prioritizes access, equity and quality at all levels of the education system and seeks to ensure that all Belizeans are provided with an opportunity to acquire the capacity and attitudes for full and active participation in the development of our nation regardless of their ethnicity, religious preference, political affiliation, gender, geographic location or economic status.

The plan is also aligned to the National Development Framework for Belize: Horizon 2030, the CARICOM Human Resource Development Strategy (HRDS) 2030 and the Sustainable Development Goals (SDG).

<p><b>1.1</b> Ministry of Education Reform: Becoming Fit for Purpose</p> <p><b>1.2</b> Education Finance Reform: Getting Value for Money</p> <p><b>1.3</b> Governance Reform: Strengthening the Foundations</p>	<p><b>2.1</b> Curriculum Transformation: Learning What Matters</p> <p><b>2.2</b> Assessment for Learning: Measuring What Counts</p> <p><b>2.3</b> Teacher Development: Elevating the Profession</p>	<p><b>3.1</b> Early Childhood Education: Starting Strong</p> <p><b>3.2</b> Student Welfare: Reducing Vulnerability</p> <p><b>3.3</b> Special Education: Taking Everyone Along</p>	<p><b>4.1</b> TVET: Meeting the Needs</p> <p><b>4.2</b> Higher Education: Raising the Bar</p> <p><b>4.3</b> Adult Education: Educating for Life</p>
<p><b>01</b></p> <p><b>Reforming the System of Education</b></p>	<p><b>02</b></p> <p><b>Transforming Teaching and Learning</b></p>	<p><b>03</b></p> <p><b>Prioritizing Underserved Sectors</b></p>	<p><b>04</b></p> <p><b>Maximizing Human Capital</b></p>

# 01

## Reforming the System of Education

### OPERATIONS

#### Description:

The Operations Services of the MoECST comprises its central administrative offices, including the offices of the Chief Executive Officer, Chief Education Officer, and Deputy Chief Education Officer, as well as the Information and Communications Technology, Finance, Records Management, Teacher Administrative Services, Science and Technology, and Public Relations units. The primary objective of the Operations Division is to support access to quality education for all Belizeans from preschool to university by ensuring proper regulatory, operational and fiscal oversight and by providing resources to students, schools and educational institutions, in an equitable, effective and accountable manner.



*Headquarters of the MoECST at West Block, Independence Plaza*

#### Activities:

The Operations Division continued its efforts and ensured equitable access to education at all levels of the system primarily through the provision of grants and other forms of financial aid to students and schools. Plans to further increase the Rural Education Grant Fund were explored; however, the Ministry opted to initially restructure the grant awards to target the most needy student population. New initiatives included 1) a comprehensive revision and rationalization of school financing policies and mechanisms at all levels of the education system; 2) development and testing of an online system for application and processing of student financial aid to allow for greater transparency and accountability; 3) rationalization of the scholarship fund to prioritize studies in areas of national need such as STEAM (Science, Technology, Engineering, Arts and Mathematics), and 4) commencement of the implementation of the PlanBelize free education mandate, starting with the Education Upliftment Project: Together We Rise.

The MoECST also continued its efforts to improve governance and effectiveness of the education system. Major efforts to restructure the Ministry of Education to increase its efficiency and capacity to effectively respond to the needs of the education system are still underway. Some services have been completely digitized. The comprehensive review and revision of education legislation, regulations and policies continues while the review of standards of quality and school monitoring and support systems for pre-primary, primary and secondary schools is also underway to ensure delivery of quality services and continuous school improvement.



*Prime Minister, Hon. John Briceno and MoECST Officials Tour Construction Site of Itz'at STEAM Academy. February 2023*

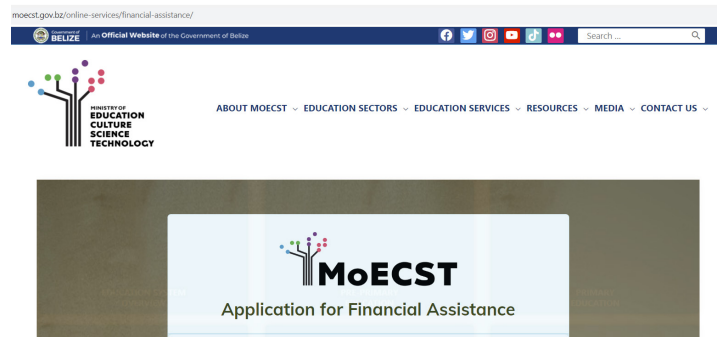
The MoECST drafted a comprehensive communication plan to build the Ministry's capacity to inform and engage internal and external stakeholders and committed to continue to identify ways to use technology to further digitize the Ministry's processes and services.

**Achievements:**

Facilitated access to preschool education for over 5,400 students, to primary education for over 61,000 students, and to secondary education for over 21,000 students. This access was realized through the provision of grants and financial aid to government, government-aided and specially assisted schools including 42 government and 136 government-aided preschools, 59 government and 199 government-aided primary schools and 18 government as well as 29 government-aided high schools. Government-aided and specially assisted education institutions including 5 government and 1 government-aided ITVET, 3 government and 6 government-aided ACE institutions, 2 government and 9 government-aided junior colleges and the University of Belize also benefited from public funds.

An online portal for financial aid was developed and piloted in 2022. During this phase of testing, at least 100 students applied for funding but the online system required adjustments which were addressed to collect the necessary data for greater transparency and accountability. The application has been posted in the

Ministry's webpage under the link: <https://www.moecst.gov.bz/resources/scholarships/>.



In an effort to address the needs of increased access to STEAM (Science, Technology, Engineering, Arts and Mathematics), the MoECST officially launched the construction of the Itz'at STEAM Academy. The beginning of this project sparked the public campaign for STEAM education. It has been especially well received that the programs offered by this school will be affordable, since this is a government-owned secondary school.

The Communications and Public Relations Office (CPRO) of the Ministry proposed a draft Communications and Public Relations Plan in August of 2022. The draft plan outlined the Ministry's communications and public relations objectives,

values, and the roles and responsibilities of the CPRO. It was developed in accordance with established communications and public relations best practices, and protocols of the Belize Public Service. The CPRO also developed a Crisis Communications Plan and an Annual Calendar of Events and Observances.



### **Next Steps:**

The MoECST Operations Division will complete the comprehensive revision and implementation of school financing policies and mechanisms at the primary and secondary levels. System structures will also be put in place for all student education financing applications submitted through the online platform. This system will guarantee transparency and accountability.

In 2023, the CPRO draft plan will be finalized. It is expected that by the last quarter of 2023, the revised plan will be published and the implementation process will begin.

Terms of reference for each position, office and area of service will be developed in order to provide clarity in roles and responsibilities. A performance based appraisal and recognition system for Ministry staff and service teams will be developed and identified professional development needs will be addressed.

### **Relevance:**

Programs under the Operations Division are critical for delivering on national, regional and international obligations to improve access to and governance in education. The program is delivering on the Education Policy of PlanBelize which calls for significant Ministry of Education Reform to increase efficiency and effectiveness and to promote innovation, and for finance reform that leads to improved access and

equity, including the provision of free education from preschool to junior college and establishment of equal opportunity grant funds.

The programs and objectives are also aligned to the following national, regional and international outcomes and targets:

### **Horizon 2030**

Outcome 1: Strengthen management, monitoring and accountability in the education system

Outcome 2: Improve Access to Education

### **CARICOM HRDS 2030**

Outcome 1: Broadened and deepened access and participation in all HRD sectors

Outcome 2: Strengthened equity in the access to and provision of HRD in all HRD sectors

### **SDG 2030**

Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes



## POLICY AND PLANNING SERVICES

### Description:

The Policy and Planning Services of the MoECST includes the Policy, Planning, Research and Evaluation (PPRE) Unit, the Project Execution Unit (PEU), and the portfolio of the Science & Technology Unit. The objective of the division is to ensure the advancement of the system of education in Belize through effective policy development, strategic planning, monitoring and evaluation, project implementation and innovative integration of science and technology. Key responsibilities of the division include the operation of the Belize Education Management Information System (BEMIS) and the coordination of projects funded by the Caribbean Development Bank (CDB), the Inter-American Development Bank (IDB), and other international financing institutions.

### Activities:

The PPRE Unit collaborated with school principals and district education officers to increase the efficiency of the annual school census and data verification exercise. This partnership resulted in the introduction of cost-saving measures in the overall verification exercise. A significant development included the recording of video tutorials that were posted on the Ministry's website and geared toward building the capacity of school personnel responsible for updating BEMIS. The online tutorials offered self-paced instruction/support, guidance for novice users and a refresher for long term users. The PPRE also reviewed and updated the content and readability of annual education statistical reports, particularly the Abstract of Education Statistics 2022. The revision of the annual abstract saw improvements on the general description of the various education sectors and a more detailed description of tertiary graduates by program. Another major area of focus for the unit was the coordination and monitoring of the implementation of the BESPlan 2021-2025 and identifying research studies in priority areas to support the implementation of the plan.

The MoECST collaborated with the Ministry of Infrastructure Development and Housing and completed the review of the infrastructure projects under Component I (Learning Environment) of the BESRP II. New Terms of Reference for repurposing

of projects under Component II (Enhance Mechanisms and Quality Service Delivery) of the BESRP II were prepared and submitted to the CDB for approval. Contracting for Component I (Inquiry-and-Problem-based Learning in the Primary School Classroom) of the EQIP II was also completed, and significant progress on Component II (STEAM Learning in Secondary School) has been attained. The S&T Unit focused on 1) increasing the number of students and teachers from Standard 4 to Form 4 who have access to high speed internet or an alternative wireless service and to an appropriate digital device; 2) developing the National School Portal and learning platform, 3) collaborating with industry stakeholders to develop a policy and strategy for Science and Technology Innovation, and 4) developing programs to increase interest in Science and Technology fields.

The 501Academy is the National School Portal and learning platform which was developed through the efforts of the Science and Technology Unit. The National School Portal launched its website the [www.501academy.edu.bz](http://www.501academy.edu.bz) in June of 2022. The main objective of this website is to provide open education material created and curated by the MoECST and its partners.

### Achievements:

The PPRE Unit completed data collection and verification for the 2021-22 school year for over 600 schools and education institutions country-wide and also updated school, student and teacher data. The unit also processed various data requests originating from within the Ministry, other government departments, educational institutions, secondary and tertiary level students, local NGOs and international agencies and organizations. The Directory of Schools 2022, Abstract of Education Statistics 2021-2022, Stats at a Glance 2021-2022, and Education Quick Facts 2021-2022 publications were also produced.

The PPRE Unit was responsible for the creation, administration and/or analysis of a number of surveys and evaluations to inform policies and plans. A major task was the analysis of public expenditure in education by sector.

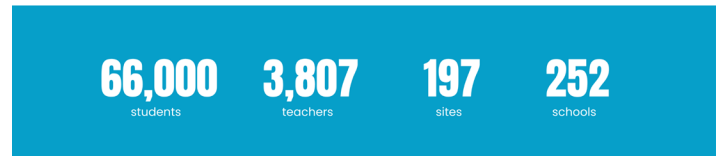
The MoECST also made several achievements in relation to its Science and Technology portfolio. These included the implementation and execution of programs

such as **ConnectED**, **GLOBE** and **Code Caribbean**. ConnectED was a groundbreaking initiative aimed at advancing the digital revolution in schools across Belize. It was officially endorsed on July 14, 2022. This transformative endeavor reimaged the ‘Internet for Schools’ project and included an extensive enhancement of the campus Wi-Fi infrastructure. Along with bolstering the connectivity, this innovative solution incorporates a comprehensive security framework and around-the-clock monitoring, ensuring uninterrupted access to technology in every classroom and shared area within the educational institution. The profound impact of ConnectED will be extended across 197 school locations, which will benefit more than 66,000 students and over 3,800 dedicated faculty and staff members.

On September 8, 2022 the U.S. Embassy and the MoECST signed an agreement to introduce the **Global Learning and Observations to Benefit the Environment (GLOBE)** program. GLOBE, a renowned worldwide initiative, serves as an immersive science and education program with a steadfast focus on environmental studies. Having made a substantial impact in more than 120 countries, this program operates in collaboration with NASA and other esteemed agencies, empowering students and teachers to collect valuable data and engage in research endeavors alongside distinguished scientists. In 2022, MoECST, through its work on national curriculum reform, adopted a competency-based education model for both primary and secondary schools. In keeping with the goals of curriculum reform, MoECST opted to participate in the GLOBE program. By leveraging the GLOBE Observer program, MoECST aims to integrate a new and dynamic teaching tool into its evolving pedagogical approach. Ultimately, this collaboration is poised to foster a vibrant and engaging learning environment that equips Belize’s students with the knowledge and skills necessary to thrive in a rapidly changing world.

The **Code Caribbean** program is a two-year computer science curriculum coupled with socio-emotional and entrepreneurial skills targeting 11-13 year olds. As of August 2022, the code.org curriculum was being piloted in twenty-two schools benefitting over 1,700 students. In early August, facilitators from code.org conducted a two-day in-person workshop with 206 teachers and principals from these schools.

Over **60%** of all teachers and students are benefitting from **ConnectED**



## GETTING VALUE FOR MONEY

The Ministry of Education successfully renegotiated an agreement with DIGI to upgrade and expand internet infrastructure in 197 schools countrywide.

Below we outline the benefits of this new agreement...

### WHAT WE WERE GETTING...

- 30 mbps
- Active in certain areas
- Support and Maintenance at additional cost
- No monitoring
- Limited reach

### WHAT WE'RE NOW GETTING...

- 500 mbps
- Covers entire school
- Support and Maintenance included
- 24/7 monitoring
- 66,000 students ConnectED
- BZ \$400 less per month per school

**ConnectED**





[youtube.com/@501academy5](https://youtube.com/@501academy5)



The **Let's Catch Up Summer Camp** program was developed in 2022 by the Science and Technology Unit - National School Portal to lessen the effects of the learning loss brought on by the shutdown of schools in Belize during the Covid-19 pandemic. Thirty schools were used as learning centers throughout the eight-week summer program. Lessons delivered by Lead Teachers were live streamed on the 501academy's YouTube channel and broadcast on More FM and Sunshine Radio in the Toledo district. Teachers were present in the classrooms at the learning centers to assist students with the teaching and learning process, as the lessons were live streamed.

The Science and Technology Unit through the National School Portal also saw achievements in the creation of The Inclusion Corner and Our History Club pages, and supported the National Curriculum Framework. **The Inclusion Corner**, a webpage to assist anyone who wanted to be more inclusive, was created in collaboration with the Special Education (SpED) Unit.

**Our History Club** was also another collaborative effort between MoECST, NICH's Institute of Social and Cultural Research (ISCR) and the University of Belize History Program, where education material on topics of Belizean history were created and curated. The objective of this program for the Science and Technology Unit was to explore creative and innovative solutions to the teaching of Belizean history through technology. *The Soul of 21 Project- Insert One 2022* was a poster exhibition on the topic of the "Internationalization

of Belize's Independence Movement". This exhibition was a collaboration between the 501academy and the University of Belize History Program. The project involved a physical poster exhibition which was launched at the UB Belmopan campus on September 20, 2022, and the posters in digital format were made available on the 501academy. *Let Belize Live: Speeches of the Premier, Father of the Nation George Price* was a collaboration between NICH's Institute of Social and Cultural Research [ISCR], the University of Belize History Program, the Belize Archives and Records Service [BARS] and the MoECST's 501academy. In 2022 ISCR and BARS commenced a project to catalog and curate a collection of speeches from the Office of the Premier under the leadership of George Price during the period 1964 to 1981. The speeches cover a wide-ranging social, cultural, economic and political issues of national importance. The 501academy website is being utilized in this project to curate and make the material openly available for students, teachers, and the public. The personnel of the Science and Technology Unit played a critical role in the designing of the public education component of this project. Though this project was published in January of 2023, most of the work invested was done in 2022.

The 501academy continues to play an important role in the current curriculum reform of the MoECST. In 2022, the website served as the central means through which primary school teachers across grade levels could access the National Curriculum Framework, subject specific learning outcomes and the sample unit plans being developed. These curriculum documents were published to guide teachers in developing their competency based education lesson plans.

With funding from IDB under EQIP II, construction began for the Itz'at STEAM Academy, a first of its kind high school in this region. The co-design of the programs for this high school and training of faculty and 100 Master STEAM teachers was initiated and is being conducted by J-WEL Massachusetts Institute of Technology. Inquiry and Problem-based Pedagogy training continued for primary school teachers through the services of Mount Saint Vincent University. This phase of the project delivered trainings on wellness, hybrid instruction and parental trainings on the importance of socio-emotional health.

The Project Execution Unit of the MoECST was

revived in 2022, and took full leadership of both new and ongoing projects for the ministry. In addition to the EQIP II and BESRP II projects, the PEU helped to coordinate the necessary factors to enable Belize to become a member of the Global Partnership for Education for the first time. MoECST was invited to apply for Systems Capacity, Program Development and Multiplier Grants, by the Global Partnership for Education. As a precondition to accessing these grant funds, MoECST established a Local Education Group that assembled stakeholders from various sectors to promote dialogue and collaboration to enhance the efforts of the Ministry.

### **Next Steps:**

The PPRE Unit will formalize a system for data collection and verification in BEMIS for the 2023-24 academic year. This system should facilitate a much faster data collection and verification process resulting in the publication of annual reports by December 2023. The annual statistical publications will be reviewed and modified to meet the needs of data users.

To further promote STEAM and competency-based learning in Belize, MoECST through the PEU will dialogue with international organizations including FIFA, CABEL, SAMSUNG and others with the goal to expand the STEAM curriculum in primary through tertiary levels. The MoECST - PEU, in collaboration with the IDB, will continue to develop the Skills for the Future Program which will focus on accelerating learning in foundational skills, access to instruction that promotes learning in 4iR skills and increased access to gender specific education services.

The complete rollout of ConnectED in the 197 school locations will be accomplished by March 2023. The S&T Unit will develop and execute a national campaign to promote the GLOBE Program in Secondary Schools. In-person teacher training will be held in August 2023 with the Latin American Regional Coordinator and facilitator. In relation to Code.org, the S&T Unit will host a roundtable discussion with stakeholders on computer science for development. Four coaches will be identified and contracted under the IDB and The Trust for the Americas to run the program and provide on-the-ground support for schools piloting the curriculum.

The S&T Unit will hire a consultant to support the drafting of the Belize National Science, Technology,

and Innovation Strategic Plan. Additionally, the Science and Technology Innovation (STI) Advisory Committee will be formed to establish stakeholder participation from the private sector. The S&T Unit through the 501academy will provide updated information on the revised curriculum (unit plans, sample lesson plans, sample assessments) and will facilitate similar updates for the SpED Unit through its platform.

### **Relevance:**

The activities pursued under the Policy and Planning Services assist the MoECST in meeting a number of objectives under PlanBelize. These include the adoption and use of technology in education to enable and facilitate remote learning and reduce the per student cost of education at all levels; providing every student and teacher in every school with full access to high speed internet services and appropriate digital devices; implementing a laptop computer program for students and teachers from Standard 4 to 4th Form across the country; and applying technology inside the classroom to promote and advance discussion, debate, creative design and critical thinking. The programs and objectives are also aligned to the following national, regional and international outcomes and targets:

### **Horizon 2030**

Outcome 2: Improve Access to Education

Outcome 3: Improve Delivery and Relevance of the Education Curriculum

### **CARICOM HRDS 2030**

Outcome 1: Broadened and deepened access and participation in all HRD sectors

Outcome 3: Improved quality in delivery in all HRD sectors

### **SDG 2030**

Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

Target 4.a: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all



# SCHOOL SUPERVISION AND SUPPORT SERVICES

## Description:

The School Supervision and Support Services includes the Ministry's six District Education Centres (DECs) and the Office of the General Manager for Government Schools. Units under this division are established to facilitate the efficient and coordinated supervision and support of schools and to promote the delivery of quality educational services. During the 2021-22 school year, DECs had responsibility for supervision of 217 preschools and 312 primary schools country-wide; these included 42 preschools and 59 primary schools which are government-owned and managed by the MoECST. DECs also serve as the primary liaison/representatives of the Ministry on the Boards of Management for Secondary Schools.

## Activities:

DECs focussed primarily on 1) conducting regular school supervision to support and monitor school improvement by providing guidance and support for the development and conduct of school self-assessment and the formation and implementation of school improvement plans, 2) monitoring and providing support and feedback to managements, schools and teachers by identifying areas of weakness in quality of teaching, including curriculum delivery, classroom practices, and assessment, 3) monitoring and providing support and feedback to managements and administrators on the effectiveness of school leadership by identifying areas of weakness in the quality of management and administration of the school, the school organization, infrastructure, and effective use of resources, 4) identifying professional development needs of school leaders and teachers and 5) representing MoECST on secondary, tertiary and TVET Boards of Management. Moreover, through partnership with local stakeholders, DECs supported the Let's Catch Up Summer Camp.

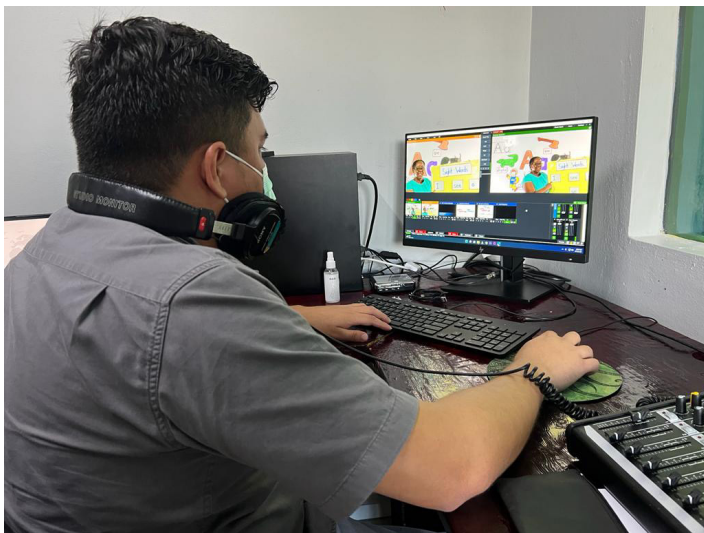
## Achievements:

Monitoring and Support School visits were conducted to government and grant-aided pre-schools and primary schools in all six districts across the country. Ministry representatives were also actively engaged to respond in their advisory capacity on secondary school Boards of Management as required. The DECs assisted with the

coordination of professional development activities for teachers.

The MoECST, through the District Education Centres also implemented the Learning Recovery and Enhancement Program (Let's REAP). The program is funded by the Caribbean Development Bank (CDB) and coordinated by the Caribbean Community (CARICOM). The program addressed the learning loss from the disruptions caused by the pandemic and promoted learning improvement.

The DECs also assisted with the execution of the Let's Catch Up Summer Camp program created to mitigate the impact of the learning loss caused by the closure of schools in Belize during the Covid-19 pandemic. The Belize Diagnostic Assessment Test revealed considerable regression in students' academic progress with great impact on students between the ages of 5 and 9. The eight-week long summer program focused on literacy and numeracy and was developed and delivered to students across the country. Lessons on functional, foundational literacy and numeracy were delivered so that students could learn and or review the basics, build their confidence and be prepared for the full return to the classroom. Thirty schools across the country were used as Learning Centers for this summer camp. Each Learning Center had 4 rooms set for students, and each classroom had the capacity to hold a maximum of 20 students. With this design, the MoECST made provisions for 2,400 students to access the program at the Learning Centers, and an unlimited number could have accessed the program through the 501academy Youtube Channel and MoECST Facebook page. Lessons were taught by Lead Teachers, live streamed using the 501academy YouTube channel and into the classrooms at the Learning Centers, where teachers were on site to support students with the actual process of teaching and learning. In addition, lessons were broadcasted live on More FM and Sunshine Radio in Toledo. The radio broadcasts facilitated participation for students in areas where internet connectivity is a challenge. The average daily attendance of students that accessed the program through the Learning Centers was 950 over the eight weeks, with a higher number of students accessing it in the first 4 weeks [avg 1090 students daily]. The average daily views on the 501academy Youtube channel over the eight weeks was 686 views, with the first four weeks recording an average daily view of 893.



### Next Steps:

The MoECST will continue with its restructuring exercise to increase its efficiency and effectiveness in supporting school improvement in all government and grant-aided pre- and primary schools through the DEC's and Government School Management. It will also continue its efforts to build capacity in Education Officers and other members of the ministry who sit on secondary school Boards of Management.

### Relevance:

The enhancement of supervision and support services is critical for the success of both the PlanBelize Education Policy and the BESPlan 2021-2025. Adequate school leadership, as well as the external monitoring of schools, ensures that the curriculum, professional development programs, student assessment systems, policies and standards are properly implemented. Monitoring also allows for identification of needs and for the appropriate support to be provided to administrators, teachers and students, so that schools can continuously improve. The supervision and the support of schools also contribute to the achievement of the following national, regional and international outcomes and targets:

### Horizon 2030

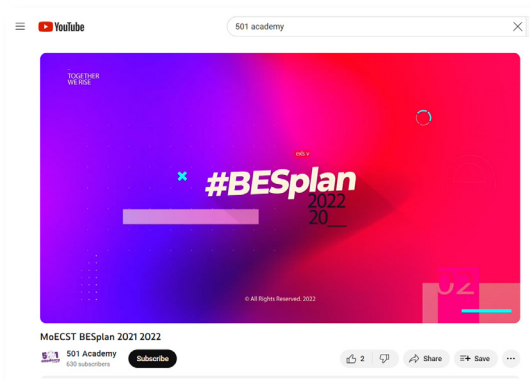
Outcome 1: Strengthen management, monitoring and accountability in the education system

### CARICOM HRDS 2030

Outcome 3: Improved quality in delivery in all HRD sectors

### SDG 2030

Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes



# 02

## Transforming Teaching and Learning

### EDUCATION DEVELOPMENT SERVICES

#### Description:

The Education Development Services Division includes the Curriculum and Assessment Unit, Teacher Education Unit, Teacher Learning Institute (TLI), Special Education Unit, Student Welfare Unit, and Early Childhood Unit. The primary objective of this division is to develop, review and implement national curricula, student assessment systems and teacher education programs that support the achievement of the knowledge, skills, values and attitudes needed for personal growth and national development. The units work in close collaboration to ensure that there is coherence between the national curriculum and student assessment system and also with teacher education and continuing professional development programs. This ensures that the core elements of education—curriculum, instruction and assessment—are aligned with the national goals of education.

#### Activities:

A series of comprehensive curriculum consultations with education stakeholders (teachers, school leaders, managers and MoECST personnel) accompanied by partners such as BNTU, Pathlight International, UNICEF and The Love Foundation were completed. The National Curriculum Framework (NCF) streamlined the new curriculum at the primary and secondary levels and was completed and published in July 2022. The main focus of the NCF is to allow for an in-depth acquisition of the 21st Century literacy, numeracy, technological and critical thinking skills. Also, the NCF promotes consistent, high-quality, competency-based education via policies and practices that set standards across the curriculum to achieve the best possible outcomes for students at the targeted levels. The NCF establishes essential indicators regarding requisite knowledge, skills and competencies as well as attitudes and values that direct the teaching-learning and assessment cycles for each learning outcome.



Launch of the National Curriculum Framework. July 2022

In the absence of a National Standards document for Teacher Educators in Belize, a review of the CARICOM Standards for Teacher Educators was conducted with a view to adopt or adapt a draft set of Standards for Teacher Educators in Belize. Following the review process, a zeroth draft of the Belize Standards of Practice for Teaching and Teacher Education was developed. The updated draft was validated through a consultation session with education stakeholders in Belize.

The TEU worked with BBTE to develop an action plan to revise the Primary Education Program. The action plan for the new Associate of Arts in Primary Education (AAPE) was approved in November 2022. In December 2022, the process to revise the AAPE was started. Based on the findings from the Evaluation of the AAPE and feedback from the December Meetings with key stakeholders from each institution offering the AAPE, a framework was developed to guide the revision of the program.

In utilizing technology to support the preparation and external assessment of teachers, the TEU worked collaboratively with all TEIs to enroll all student-teachers enrolled in the August to December 2022 Internship Course on the Ministry's Moodle platform. During the August 2022 Semester, the TEU also collaborated with the University of Belize to successfully transition the Internship Course for all UB student-teachers enrolled in the Associate of Arts and Certificate in Primary and Early Childhood Education Programs to the UB Moodle Platform. As well, during the 2022-2023 academic school year, the TEU launched the Induction Program for 40 Newly Qualified Early Childhood and Primary School Teachers (NQTs).

Holding true to its name and purpose, the Teacher Learning Institute (TLI) transitioned into its second year of operation as a dynamic education portal, designed to provide Belizean teachers and school leaders with opportunities to explore new teaching and learning methodologies based on emerging research, trends, and best practices in education. The TLI has been consistent in promoting excellence in teaching and educational leadership through structured, comprehensive, year-round professional development experiences to its more than 6000 registered teacher users. This represents an approximate 25% increase in active users since its inception the year before.

2022 was indeed a year for exploration and innovation. In both local and regional forums which were made accessible via the TLI, teachers and school leaders examined principles and practices of leading in post-pandemic times, distributed learning environments, tenets of competency-based education, special education, technology integration, health and wellness, and STEAM pedagogies among other relevant areas of study in over 250 professional development sessions.

Local partners who supported these critical opportunities for professional learning included the Belize Institute for Service Excellence, Leadership and Research (BISEL), Pathlight Belize, the Belize National Teachers Union, UNICEF, Restore Belize and Autism Belize. Regional affiliations included Profuturo, the Commonwealth of Learning, The Massachusetts Institute of Technology and Mount Saint Vincent University. The latter two have been integral to the implementation of the IDB funded EQIP II Project.

### **Achievements:**

Prior to the official implementation of the curriculum reform, the MoECST continued consultations with a wide range of stakeholders on the issue of curriculum overload. These sessions saw the participation of numerous organizations, including the Belize National Teachers Union (BNTU), the Belize Association of Secondary School Principals (BAPSS), the Association of Tertiary Level Institutions in Belize (ATLIB), associations of managers of pre, primary and secondary schools, and members of the Belize Chamber of Commerce and Industry (BCCI).

Along with the completion, publication, and implementation of the NCF, Subject Specific Frameworks and learning outcomes at the primary and secondary levels were developed through the formation of teams composed of personnel from the Curriculum Unit and expert teachers competent in particular areas. These teams engaged in meaningful research to identify and disseminate the useful information which articulated the best teaching strategies, practices and suggested means to measure students' achievement across the competency continuum. The purposeful task of selecting what students learn and how teachers teach is intentional "...so that students are able to gain the knowledge, skills and attitudes needed for personal and national development" (BES Plan 2021-2025).

An estimated 300 preschool teachers, 3000 primary school teachers, and 700 secondary school teachers in government and grant-aided schools participated in Continuous Professional Development (CPD) sessions via the TLI to examine the new competency-based curriculum framework and explore practical and innovative competency-based teaching and assessment strategies. These level-specific sessions were designed to increase teachers' knowledge of competency-based education and its role in meeting students' learning needs.

The Curriculum Unit also collaborated with Dr. Tony Cotton, the author of *My BZ Math*, through Macmillan Education, to provide training for lower and middle division teachers via the TLI. The sessions developed teachers' capacity to improve math instruction through the Concrete Pictorial Abstract approach (CPA). The CPA approach emphasizes that math teaching must begin with concrete materials, then progress to pictorial representations followed by abstract symbols and problems. It is proven that CPA lessens math anxiety for both teachers and students.

In addition, school leaders at the Primary level and other education leaders aligned with the secondary or tertiary levels also participated in a regional initiative, Learning Recovery and Enhancement Program (Let's REAP) to help them (1) develop and use formative assessment to drive teaching-learning, (2) use differentiated instructional strategies to enable inclusive conditions for learning, and (3) participate in Communities of Practice (COP) focused on learning. More than 100 education leaders successfully completed the training which should result in strengthened leadership and accountability for learning in distributed environments in Belizean schools.

The Profile of the Belizean Teacher (pre-primary, primary and secondary), which was developed through consultations with key stakeholder groups, now prominently anchors the updated Belize Standards of Practice for Teaching and Teacher Education.

The TEU successfully conducted External Assessments of Interns in the Associate of Arts and Certificate in Early Childhood Education and Primary Education Programs from Corozal Junior College, Sacred Heart Junior College, the University of Belize, Belize Adventist Junior College, and Ecumenical Junior College during

the calendar year 2022. A total of 171 student-teachers were enrolled in the Internship Course (139 AAPE, 22 CPE, 10 AAEECE). Of the 171 student-teachers enrolled, 149 student teachers successfully met the requirements for teaching; 18 students required continued support; 3 students withdrew, and 1 student-teacher was unable to complete due to medical reasons.

Teacher education programs at the pre-primary and primary levels were upgraded to ensure that teachers have the specialized content knowledge and pedagogical skills needed to deliver the national curriculum effectively to all students. In 2021, the percentage of trained preschool teachers was 67.6 and in 2022 this increased to 71.3. In 2021, the percentage of trained primary school teachers was 87.7 and in 2022 this increased to 88.2. At the secondary level, there were 68.9% trained teachers in 2021 and in 2022 there was a slight increase to 69.1%.

### **Next Steps:**

The MoECST will develop a national student assessment policy and scheme for the Belize education system based on the new national curriculum. This scheme will include a mechanism for the effective use of assessment results to impact education policies and practices at both the school and system levels. The revision of the Belize Standards of Practice for Teaching and Teacher Education to align with CARICOM Standards for Teachers, School Leaders and Teacher Educators will be completed.

The Curriculum Unit, in collaboration with the IROs, will reassess the NCF and revisit the learning outcomes in all subjects at the primary level. This exercise will further reduce the number of learning outcomes and improve the NCF to ensure deeper learning. A teacher's manual to support instruction will also be developed, while the CPA training will be prepared for upper division math teachers. Additionally, the MoECST will strengthen the expertise within the Curriculum and Assessment Unit to develop quality diagnostic and standardized assessments. The Unit will also implement a revised and expanded national textbook program at the primary and secondary levels of education with free learning resources aligned to the national curriculum.

The TEU will 1) revise the draft implementation plan to further validate the updated Belize Standards of Practice for Teaching and Teacher Education through broad

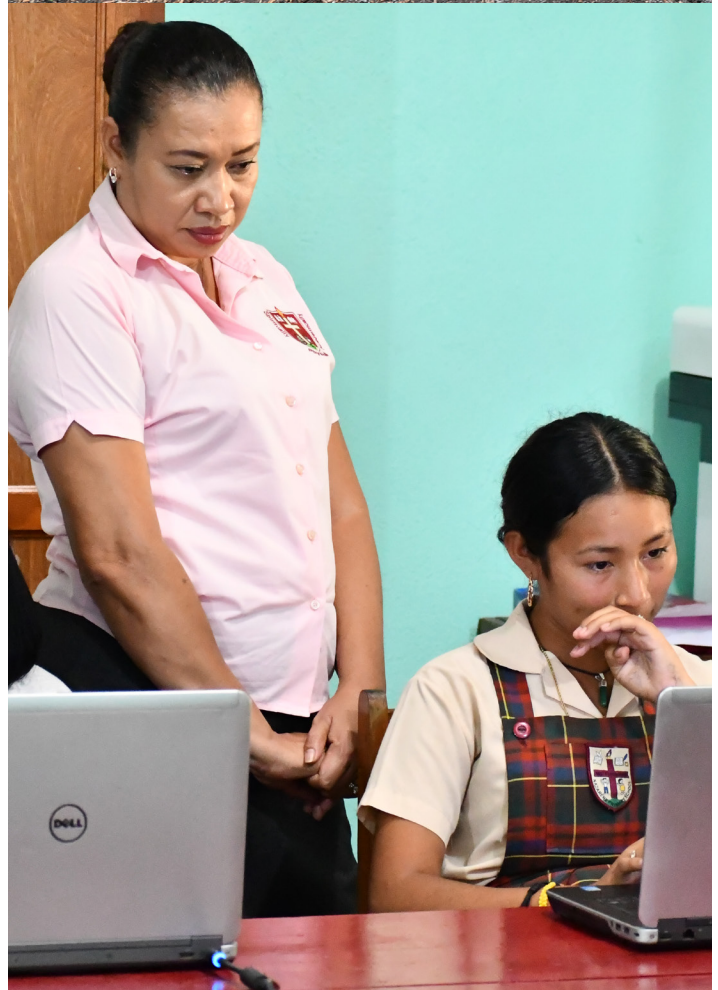
consultation with education stakeholders; 2) following broad consultations, submit a proposal to BBTE for recommendations to formalize draft Standards as a policy; 3) work with BBTE in the development of a teacher education curriculum framework to guide the revision of all teacher education programs; 4) coordinate with the TLI to offer training for TEIs on revising course outlines in alignment with CBE for August 2023; and 5) develop training on the TLI to support capacity building for School Leaders, Cooperating Teachers and Mentor Teachers on support for NQTs and interns using the teacher development materials with similar training for teacher educators and external assessors in use of assessment instruments.

Complimentary professional development sessions were delivered to more than 300 administrators at the primary level to broaden their understanding and help them to become more conversant with practical mechanisms to support the delivery of the CBE curriculum in their schools. Additional pertinent CPD sessions will be planned and implemented to meet the professional learning needs of teachers, school leaders, teacher educators and other education officials at all levels of the system.

### **Relevance:**

The activities pursued under the Education Development Services are closely aligned with PlanBelize. PlanBelize calls for the development of curriculum and programs that equip learners with the tools they need to obtain the best from the education system. The plan also states that education should promote national pride, positive values for productive living, a strong work ethic, wholesome self-esteem and civic responsibility, and that it should instill a strong sense of confidence and independence, along with a spirit of inquiry and openness.

In the area of teaching, PlanBelize envisions a revised pedagogical model, “one where teachers are facilitators of learning in an environment that is student centered, knowledge rich, innovative, collaborative, and where life-long learning is emphasized and where learners are prepared for the knowledge economy and global society.” The plan also calls for 100% trained teachers at all levels and for the establishment of a Teacher Learning Institute to promote excellence in teaching and to provide comprehensive year-round teacher training programs. This Institute should ensure that teachers and



school leaders have ongoing access to new and relevant tools and techniques aimed at enhancing their capacity and effectiveness to deliver quality education to students.

The programs and objectives of the Units which comprise the Ministry's Education Development Services will also assist the Government of Belize in meeting the following national, regional and international outcomes and targets:

### **Horizon 2030**

Outcome 3: Improve Delivery and Relevance of the Education Curriculum

### **CARICOM HRDS 2030**

Outcome 3: Improved quality in delivery in all HRD sectors

Outcome 4: Assured relevance to learners' and Member States' development needs in all HRD sectors

### **SDG 2030**

Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

Target 4.7: By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development

Target 4.c: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.



# 03

## Prioritizing Underserved Sectors

### STUDENT SUPPORT SERVICES

#### Description:

The Student Support Services includes the Early Childhood Education (ECE) Unit, the Special Education (SpED) Unit and the Student Welfare Unit. Together, the units aim to strengthen the inclusion, development and achievement of all students by promoting participation in early childhood education and by establishing systems for the early identification, diagnosis and support of students with diverse needs, including those with physical, psychosocial and socioeconomic challenges. The Counseling and Care Office supports proactively and reactively addressing issues related to healthy behavior and mental health of all students through the creation of safe, healthy and supportive learning communities through support to all school counselors.

#### Activities:

The ECE Unit's efforts in 2022 focused on the following activities: 1) collaborating with relevant line Ministries to develop an updated national policy and strategy for Early Childhood Education and Development in Belize; 2) developing an alternative preschool program for areas where traditional preschools are not feasible; 3) collaborating with the Curriculum and Assessment Unit to develop a comprehensive, play-oriented preschool and lower primary education curriculum; and 4) developing and implementing an ECE public awareness campaign with key messages including the importance of early childhood stimulation, education and development to encourage increased enrolment in preschools.



A draft policy on the use of Individual Education Programs (IEPs) in the inclusive setting and a Certificate of Education Achievement were developed by the SpED Unit. IEPs were subsequently introduced to teachers through training workshops across the country on how to use the new IEP template. Support with development and IEP writing was offered to all Special Classrooms and to the staff of Stella Maris. A SpED module for the BEMIS to aid with collection of data was also created. The SpED Unit has updated its forms and put together a variety of checklists and strategies for teachers and parents which can be used to identify whether a child should be referred to SpED. Through collaboration with the S&T Unit, these forms and documents are all available to the public through The Inclusion Corner on the 501 Academy website. Special schools, classrooms and other facilities that serve students with special education needs were targeted for improvements to facilities and resources. Continuous improvements to education and support services for students with special education needs were also considered priority, along with the availability of resources and services in key areas such as speech therapy, behavior therapy, occupational therapy,

diagnostics, and paraprofessional support. The Student Welfare Unit (SWU) focused on the expansion of the National Healthy Start Feeding Program (NHSFP) and the implementation of the Education Upliftment Project. Budget funds were used to provide healthy meals to students while empowering schools with the resources to establish school gardens and start feeding programmes. The ultimate goal of the NHSFP is getting children to consume a wholesome meal while they are at school, with the ultimate goal of improving their ability to learn. Through the efforts and achievements of this programme, the ministry has begun to meet its obligation under the Sustainable Development Goals (SDG) #2 to reduce hunger and #4 to provide access to quality education for all children.

The PlanBelize free education mandate was targeted in 2022. The **Education Upliftment Project: Together We Rise** saw its implementation at four government-owned schools in Belize City. These schools were referred to as the GEMS Schools: Gwen Lizarraga High School, Excelsior High School, Maud Williams High School, and Sadie Vernon Technical High School. These schools are located in vulnerable, at-risk communities in the south side of Belize City. The project was launched in August 2022 and aimed to assist at least 1,000 students from the GEMS schools. MoECST plans to expand the PlanBelize free education mandate, the **Education Upliftment Project: Together We Rise**, to five additional schools in the southern part of the country. These new additions to the program will increase the program reach by approximately 1600 students. These schools will include the Agriculture & Natural Resource Institute, Delille Academy, Georgetown Technical High School, Corazon Creek Technical High School, and Toledo Community College.

The SWU coordinated with the Counseling and Care Unit and embarked on a multi-sectoral approach for school-wide programs that promoted social and emotional learning, encouraged positive discipline and restorative practices at school and home, and empowered school leaders of the GEMS schools to build capacity.

### Achievements:

The ECE Unit's collaboration with relevant line Ministries to develop an updated national policy and strategy for Early Childhood Education and Development (ECD) in Belize was realized. The ECD declaration was signed with the Ministries of Health, Human Development and Economic Development. Through collaboration with the Curriculum and Assessment Unit to develop a comprehensive, play-oriented preschool and lower primary education curriculum, the draft National Preschool Curriculum Framework was completed and will be published in 2023. The ECE public awareness campaign using the campaign jingle 'Start Smart - Register your Child today!' was also created. Moreover, several successful ECD mobile clinics were held across Belize with noteworthy participation.



The SpED Unit developed and implemented a sustained public awareness campaign, school sensitization programs and support groups to encourage greater acceptance and understanding of the rights of students with special education needs. Several events and activities for Disability Week, Autism Month, Week of the Blind, Down Syndrome Day, and Mental Health Awareness Month were championed through the public campaign. The Stella Maris School was also renamed to the Stella Maris LifeSkills Learning Center and Special Education School to ensure that more emphasis will be placed on teaching life skills and providing skills training to students.

Across the country, two new special education classrooms were opened in September 2022 and fourteen Special Education Officers were trained to use the Screening Tool for Autism in Toddlers (STAT). The Inclusion Corner on the 501academy hosts a series of 15 minute sign-language educational videos promoting the learning of basic sign language. T4TBz - Teachers 4 Teachers Belize, an inclusive teaching forum where teachers can feel comfortable to share materials, best practices and successes, was also established on the 501academy. Teachers in the forum support teachers by answering each other's questions and by discussing how to create inclusive learning environments that support all students.

In addition, every special classroom received an Inclusion Corner Toolkit filled with special education resources for the teachers and students. Countrywide, 29 teacher training workshops and webinars to 2952 teachers were conducted. The SpEd Unit also converted space at its main office into therapy rooms. There are now two occupational therapy gyms and four spaces for speech or behavior therapy. In relation to student engagement, the SpEd unit partnered with therapists from Therapy Adventures and Therapy Abroad and held several summer camps in 2022. SpEd services and assessments were also offered in collaboration with eight visiting teams for hearing, speech, and behavior therapy.

The Belize Healthy Start School Feeding Program started in August 2022 in four secondary schools: Gwen Lizarraga High, Excelsior High, Maud Williams High School and Sadie Vernon Technical High School (the GEMS schools). Nine hundred fifty-eight (958) students were enrolled in the GEMS schools at the start of the academic year 2022-2023 under the 'Education

Upliftment Project (E-Up): 'Together We Rise.' Students from the GEMS schools received two sets of uniforms free, tuition fees were covered by the MoECST and through the National Healthy Start Program, one free meal was offered daily to all students who subscribed to the program. Infrastructural repairs such as plumbing, painting of buildings, and repairs to furniture, roof, and fences were completed between July and October 2022 for the GEMS schools as well. The SWU conducted monitoring visits to review school documents, procedures, the teaching-learning-assessment cycle, student safety and they also coached principals in providing direction for school improvement and planning. The SWU collaborated with the principals to develop and implement policies and procedures to support students' health and safety and also collaborated with consultants to facilitate leadership sessions for principals of the four GEMS schools.

The Counseling and Care Office mobilized services and had several achievements; 15 students across 6 schools countrywide received psychosocial support through counseling sessions to improve their behavior and overall mental health. 17 parents received coaching for implementing positive discipline in the home and lessons to increase emotional intelligence. 21 teachers have been equipped with information on how to cater to students' varying emotional needs. The Counseling and Care Office collaborated with mental health professionals in the field to strengthen the referral system and students' access to mental health services. The Counseling and Care Office also met with school counselors to discuss school level programs and issues related to students' mental health and well-being.

### **Next Steps:**

The ECE will continue collaborations with relevant line Ministries to develop an updated national policy and strategy for Early Childhood Education and Development in Belize. This includes the development of an inter-ministerial Early Childhood Development National Strategic Plan for the period 2022-2030 to an estimated cost of BZ\$2.7million. Further to these collaborations, a comprehensive, play-oriented preschool and lower primary education curriculum through the draft National Preschool Framework will be developed. MoECST will continue to work to ensure sufficient access to preschools for the youngest students across the country.

Developing an alternative preschool program for areas where traditional preschools are not feasible will also be targeted. Conducting needs assessment to identify areas where there are no preschools, designing alternative preschool programs, developing a plan to execute alternative preschool programs (district, location, physical infrastructure/mobile), public awareness campaigns in catchment areas to promote the importance of early learning and identifying the persons to carry out alternative preschool programs in specific areas will be executed. The ECE public awareness campaign will be utilized to promote key messages including the importance of early childhood stimulation, education, and development to encourage increased enrolment in preschools.

SpED intends to introduce “Essential For Living: A Communication, Behavior and Functional Skills Assessment & Curriculum” for children and adults with moderate-to-severe developmental disabilities for the Special Classrooms. Initiatives like the General Screener where the Special Education Officers conduct one-on-one interviews using an app developed by TBSL will identify students who may have special education needs, build relationships with teachers and will collect data for planning and capacity building purposes. Other initiatives like the Buddy Bench/ Pledge Kindness, procuring updated test batteries and training for use of those updated test batteries will be in focus. Training for Special Education teachers on “Essential For Living” will also be conducted while teachers will also receive an introduction to Applied Behavior Analysis. Collaborations with BCVI to provide in-person training and support for SpEd Officers and clients in all the districts will also be provided.

The SWU aims to extend national feeding programs to other primary and secondary schools for the upcoming school year. Draft documents for the Belize Healthy Start School Feeding Policy 2022 – 2032, the National Nutrition Policy for Belize (Draft) and School Feeding Programme Menus and Protocols will also be completed. The SWU will also 1) continue collaborating with Senior Management to provide wrap-around services (meals, uniforms, tuition) and student fees; 2) continue to engage in inclusive and collaborative school development and planning and monitor the teaching, learning, assessment and safety of students; 3) collaborate on intervention plans in literacy and numeracy at the GEMS schools; 4) collaborate with

social service organizations to strengthen the system for identifying and supporting children with social barriers to inclusion and learning, including refugees, students living in poverty and those from remote rural areas; 5) design and implement support programs to target increased retention and achievement of students in primary and secondary schools, with particular attention to boys.

The Counseling and Care Office will continue to address students’ psychosocial needs, work with teachers in schools to ensure that a safe, healthy and supportive environment is created for students and collaborate with primary school counselors to guarantee that students continue to receive the necessary psychosocial support. The Counseling and Care Officer also aims to collaborate with the Belize School Counselors Association (BSCA) to provide training for school counselors to ensure that counselors are equipped with the necessary tools needed to continue to serve a vulnerable population.

### **Relevance:**

The objectives of the Student Support Services are aligned to the PlanBelize Education Policy which outlines various actions for improving the access to and quality of early childhood education, including enacting legislation and making provisions for free, universal pre-primary education; developing a policy and plan for the establishment and operation of preschools inclusive of provisions for supervision, standards, training and the required resources; increasing early childhood spaces by attaching preschools to primary schools, especially in rural communities without equal access to quality pre-primary education and establishing a comprehensive and technologically friendly pre-primary education curriculum.

Special education is another major focus of both PlanBelize and the BESPlan. Intended actions include the resourcing of the SpEd Unit; implementing new Special Education policies and laws aimed at achieving inclusion and respect for those with special needs; hiring additional diagnosticians and field officers, especially in rural communities; training teachers, particularly in the areas of speech therapy, physical therapy and occupational therapy; and improving the effectiveness of referral processes and transition programs, including technical and vocational training and apprenticeship programs. PlanBelize also anticipates improvements in

the social and psychosocial support provided to students and so includes mention of a National Healthy Start Feeding program as well as the placement of trained, certified counselors in all schools.

The work of the Student Support Services Division additionally supports the achievement of the following national, regional, and international outcomes and targets:

**Horizon 2030**

- Outcome 2. Improve Access to Education
- Outcome 4. Develop Education Support Systems and Services

**CARICOM HRDS 2030**

- Outcome 1: Broadened and deepened access and participation in all HRD sectors
- Outcome 2: Strengthened equity in the access to and provision of HRD in all HRD sectors

**SDG 2030**

- Target 4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
- Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
- Target 4.a: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.



# 04

## Maximizing Human Capital

### WORKFORCE DEVELOPMENT SERVICES

#### Description:

The Workforce Development Services currently includes the Technical and Vocational Education and Training (TVET) Unit, the Tertiary Education Unit and the Adult Education (AE) Unit. The main objective of the Workforce Development Division is to increase the quality and productivity of Belize's workforce by supporting access to technical and vocational education and training, higher education, and adult education programs that are relevant to national development needs.

#### Activities:

In 2022, the Tertiary Education Unit moved closer to establishing a Higher Education Council with government, academia and private sector partners to set standards and provide quality assurance and accreditation for higher education institutions in Belize. The development of regulations and policies to guide the management, staffing and administration of government and grant-aided junior colleges and identifying ways to support university and junior college faculty in pursuing advanced qualifications in areas of national priority were targeted. In working towards this goal and completing the necessary groundwork, the Tertiary Education Unit determined that instead of establishing a new council, the act that was already passed would be reviewed and an action plan would be developed to implement the National Accreditation Council of Belize (NACB). A consultant was employed and the assessment commenced in August 2022 under an agreement of a six month duration at a

fee of BZ\$28,500. Consultations with partners and stakeholders were done to ensure that there was a reawakening of the stakeholders to the NACB. A Technical Committee chaired by the Director of the Tertiary Education Unit with stakeholders' membership was also created to support the work of the consultant. The action plan has now been completed and it includes job descriptions and procedures for the appointment of the Council as part of the process of implementation. Other completed action steps included the increase of new tertiary students benefiting from the Rural Education Grant or another source of funding. An aggressive public campaign that created awareness of the financial opportunities available for tertiary students was also executed.

The MoECST is in the process of establishing a National Training Agency with oversight from the NCTVET, to be responsible for quality assurance and coordination of the TVET sector and award of national and regional vocational qualifications. Additional planned activities in the TVET sector include the upgrading of infrastructure, equipment and technical expertise in all ITVETs to comply with regional standards for delivery of quality TVET programs; establishing standards, employment policies and remuneration schemes to attract trainers with high quality, relevant and up-to-date expertise and experience in the TVET sector, and implementing a policy to promote gender balance in recruitment and training at ITVETs.

In the AE sector, the MoECST intends to 1) develop a National Policy for Adult Education, including standards for programs and providers; 2) establish programmes across the country to teach literacy, civics, parenting education and financial literacy to adult learners; 3) support the development of online adult education programmes to increase the number of persons in the workforce with secondary level qualifications; and 4) develop and implement a system for prior learning assessment and recognition (PLAR) to facilitate certification of skills gained through work experience.

### **Achievements:**

The Tertiary Education Unit has completed the action plan which includes job descriptions and procedures for the appointment of the Board of Directors for the National Accreditation Council of Belize as part of the process of implementation. A Total of 3,118 tertiary students attending local post secondary institutions benefited from financial assistance in 2022. Financial assistance was provided for students pursuing degrees at various levels including Associates, Bachelors, and Masters. More than \$5M Belize dollars was invested in the development of Belize's human capital through this medium. Up to the end of December 2022, 460 rural students were beneficiaries of the Rural Education Grant Fund (REGF).

The TVET Unit was able to accomplish a few important goals for the development of the sector. The Unit facilitated the establishment of an association of the six TVET managers. The main goal of the association is to work with the development of policies, procedures, and standardization practices for the operation of the ITVETs. Also, work was done through the SAGE project in collaboration with the Chamber of Commerce, Ministry of Labor, and MoECST to develop a National Apprenticeship program for Belize. The ICT field was identified as an area of major interest (Graphic design, Software development, CSR) along with Agro Food Processing and Manufacturing.

In the work toward developing a national policy for Adult Education, including standards for programs and providers, the AE Directors' Association has started the work of standardization across programs in the evening division. A comprehensive review of the established programmes across the country to teach literacy, civics, parenting education, and financial literacy to adult learners has begun. Significant work

has been done with the development of Online Education Resources (OERs) at the secondary level to support online learning. Several online adult education programs have been implemented at San Juan Bautista High School, Independence High School, and Claver College Extension Program. The AE Unit has provided support to Ladyville Technical High School in reviewing their proposal to open an evening division program in Ladyville village. The AE Unit has been working with the Association of ACE Directors to develop strategies/interventions to increase enrolment in ACE Programs. This collaboration is on-going and also aims at improving the retention rate of adults in ACE programs. The AE Unit has developed a Pre-Technology Program and supported its implementation in ACE programs in the Cayo district. Discussions continue between the AE Unit and the Belize ITVET for the implementation of this program in the new school year in the urban Belize District. Approximately 90% of teachers teaching in evening division programs have been trained in Andragogy Methodology and Flip Classroom Ideology.

### **Next Steps:**

The Tertiary Education Unit will finalize the implementation of the NACB then return to the National Assembly to extend the requirements for registration of all the Tertiary Institutions in Belize. The NACB will then motion for the appointment of Board of Directors and Executive Director, employment of the Corporate Secretary and development of regulations and policies to guide the management, staffing and administration of government and grant-aided junior colleges and identify ways to support the university and junior college faculty in pursuing advanced qualifications in areas of national priority. The Tertiary Education Unit will also 1) assist junior colleges to complete a needs assessment to determine training needs aligned to the ATLIB strategic plan for development of JCs; 2) provide support to the university and junior college faculty in pursuing advanced qualifications in areas of national priority; 3) review qualification requirements for the Rural Education Grant Fund; and 4) promote career awareness linked to the developmental priorities (including STEAM subjects) in secondary schools.

The TVET Unit will focus on aligning its unit and services with the Sector Strategy activities. This will involve establishing a working committee to propose systems, structures and functions for moderation, Internal Verification (IV) and External Verification (EV)

in Belize for CVQs . The TVET Unit will also develop a catalog of forms and templates used to support delivery and assessment of TVET programs. Training by the TVET Unit will include the Moderation Process for Instructors and Administrators, the CBET model, assessment and assessment techniques. The Unit will also conduct a Quality Audit of TVETS and complete reports to ITVETs with technical support provided to ITVETs thereafter. A major monitoring and evaluation activity of the TVET Unit will be to visit each ITVET to monitor improvements to facilities according to their action plan to close gaps identified in quality audits conducted by ETES and CXC.

The AE Unit will work closely with the association of ACE directors to review the existing curriculum and adjust to the demands of the labour force. It is expected that a national policy for adult education including standards for programs and providers will be established. Additionally, the AE Unit along with the AE programs will collaborate with employers to develop customized programs that will build the capacity of their employees and boost productivity. The AE Unit will focus on establishing programs across the country to teach literacy, civics, parenting education and financial literacy to adult learners. The Unit will also support the development of online adult education programs to increase the number of persons in the workforce with secondary-level qualifications.

### **Relevance:**

The objective of the Workforce Development Services is very much aligned to PlanBelize. PlanBelize calls for the establishment of a strong working partnership between the public and private sectors, the alignment of training programs to the economic priorities of the country, the promotion of new technology as an integral component of TVET and the provision of new opportunities for ongoing training and upgrading of technical vocational educators. The plan also proposes to properly equip and resource all existing ITVETs, to expand apprenticeship programs, and to establish an ITVET Scholarship Fund to fully train 100 skilled workers each year.

In the area of higher education, PlanBelize includes the development of a Higher Education Act and Policy, reviewing and modernizing the University of Belize Act, and establishing a National Council for Higher Education to effectively and efficiently manage higher education. PlanBelize also proposes to establish an education loan fund with a particular emphasis on Information Technology, Engineering, Agriculture, Math and Science education. Improvements in the quality of higher education programs and institutions, leading to accreditation of the University of Belize, are also being considered, as well as the development of the infrastructure necessary for research to become a core function of higher education in Belize.





The programs and objectives of the Education Development Division also aim to assist the Government of Belize in meeting the following national, regional and international outcomes and targets:

### **Horizon 2030**

Outcome 2. Improve Access to Education

Outcome 5. Develop Adult and Continuing Education

### **CARICOM HRDS 2030**

Outcome 1: Broadened and deepened access and participation in all HRD sectors

Outcome 3: Improved quality in delivery in all HRD sectors

Outcome 4: Assured relevance to learners' and Member States' development needs in all HRD sectors

### **SDG 2030**

Target 4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

# BESPlan

## PRIORITIES AND PLANS FOR 2023

The future priorities and plans of the MoECST are outlined in the BESPlan 2021-2025. The MoECST remains fully committed to the following policy objectives:

Restructure the Ministry of Education in order to increase its efficiency and capacity to respond effectively to the needs of the education system.

Align the Ministry's financial resources and mechanisms with targets for improved performance, expanded access and increased equity and accountability.

Strengthen the legislative, regulatory and policy framework for better outcomes and improved governance and leadership of the education system.

Reform the national curriculum so that students are able to gain the knowledge, skills, values and attitudes needed for personal and national development.

Make innovative use of science and technology to transform teaching, learning and decision-making processes.

Create a quality and relevant assessment and examination system that is aligned to the national curriculum and that provides meaningful information for improvements in teaching and learning.

Transform teacher education and development programs and incentivize quality teaching practices and performance results for improved student learning.

Implement early childhood policy and curricular reform and expand services in underserved areas to increase access to quality early childhood education.

Provide the legislation, policies, programs and resources needed to improve the inclusion and experience of all students in the education system, including those with physical or learning disabilities, psychosocial challenges and socio-economic needs.

Strengthen partnerships with industries and the private sector to improve the quality, relevance and responsiveness of the TVET sector.

Implement legislation, policies and mechanisms to build the higher education sector's capacity to deliver quality programs and research services aligned to national development needs.

Expand access to relevant adult education programs to build Belize's human capital and upgrade the quality of the workforce.

The following section highlights some of the leading programs to be implemented in 2023 to support achieving these policy priorities.

### **Education Upliftment Project Expansion:**

**The Education Upliftment Project: Together We Rise** will provide targeted intervention and support for students at five additional government-owned secondary schools catering for approximately 1600 students. The additional schools include Agriculture & Natural Resource Institute, Delille Academy, Georgetown Technical High School, Corazon Creek Technical High School and Toledo Community College. The students attending these schools represent the most vulnerable, at-risk groups in southern Belize. Families from lower socio-economic households often struggle to find the finances needed to cover school-related expenses for their children. This struggle has been a

notable contributing factor to decreased enrolment, increased dropout rate and low retention. The E-UP program will continue to provide meals, uniforms and footwear, school supplies and textbooks, transportation and payment of school fees. The benefits offered to the schools from the project also include the upliftment of school infrastructure. It is expected that the performance data from the GEMS schools in the pilot of the E-UP program will support the Education Upliftment Program Expansion, guide policy decisions and yield similar results of reduced drop-out rate and higher completion rate by the end of the school year for the additional schools. This program will ultimately contribute to reduced poverty levels in the country.

### **STEAM Training in Belize**

In an effort to address the needs of increased access to STEAM training, the Itz'at STEAM Academy, a government-owned secondary institution, will officially see the opening of the institution for the new academic year in September of 2023. It is expected that approximately 75 students and 8 teachers will form part of the first cohort. The Academy will offer a high school diploma but with key subject concentrations in areas such as Sustainable Development Projects, Digital Arts/Fine Arts, and Science and Technology, along with other subjects from the National Curriculum at the secondary level.

### **National Curriculum Framework Screening Tools, Diagnostic Tests & Competency-Based Exams:**

The Curriculum and Assessment Unit will continue to work toward the development and adoption of a suite of appropriate screening tools, diagnostic tests and standardized competency-based examinations that are aligned to national curriculum benchmarks at all levels and in accordance with the new assessment policy and scheme. The introduction of a sound assessment tool will allow schools and the MoECST to measure the extent of learning versus desired outcomes.

### **National Healthy Start Feeding Programme**

The MoECST is in the process of securing budget funding for the 2023-2024 fiscal year to expand and implement the National Healthy Start Feeding Programme for an additional 1,200 students at the primary level and 1,600 students at the secondary level in five secondary schools. Being part of this program gives schools the means to launch feeding programs and

build school gardens, so that they can offer students wholesome daily meals. The objective for students to receive a healthy diet and have better learning skills filters into the MoECST's obligation under the Sustainable Development Goals (SDG2) to reduce hunger and SDG4 to provide access to quality education for all children.

### **Staffing and Financial Considerations**

The restructuring of the Ministry to increase its efficiency and effectiveness remains a key priority. Throughout 2022, consultations continued across and within Units and recommendations were drafted. The goal of the restructuring process was to align each position, office and service with the BESPlan 2021-2025 and to the recommendations from the Ministry of Public Service Job Classification and Compensation Report (2018). In terms of financing, the restructuring of the Ministry has shaped the expenditure for each of the seven programme areas as seen in the table below.

Once the restructuring of the different Units has been completed, budget allocations will be revised for the new fiscal year.





**PROGRAMME EXPENDITURE SUMMARY**

No.	Programme	2020/21 Actual	2021/22 Actual	2022/23 Budget Estimate	2022/23 Revised Estimate	2023/24 Budget Estimate	2024/25 Forward Estimate	2025/26 Forward Estimate
<b>045</b>	<b>OPERATIONS</b>	<b>\$250,138,264</b>	<b>\$206,395,676</b>	<b>\$222,609,395</b>	<b>\$216,996,212</b>	<b>\$240,916,246</b>	<b>\$240,831,892</b>	<b>\$240,763,892</b>
	Recurrent Expenditure	\$222,572,135	\$201,131,764	\$209,167,273	\$209,866,261	\$226,050,891	\$226,050,892	\$226,050,892
	Capital II Expenditure	\$16,857,237	\$2,119,347	\$3,330,695	\$2,904,657	\$6,841,900	\$6,781,000	\$6,713,000
	Capital III Expenditure	\$10,708,892	\$3,144,565	\$10,111,427	\$4,225,294	\$8,023,455	\$8,000,000	\$8,000,000
<b>119</b>	<b>EDUCATION DEVELOPMENT</b>	<b>\$222,302</b>	<b>\$223,027</b>	<b>\$3,658,062</b>	<b>\$1,411,874</b>	<b>\$3,482,830</b>	<b>\$3,452,830</b>	<b>\$3,452,830</b>
	Recurrent Expenditure	\$222,302	\$223,027	\$3,658,062	\$1,411,874	\$3,402,830	\$3,402,830	\$3,402,830
	Capital II Expenditure	\$0	\$0	\$0	\$0	\$80,000	\$50,000	\$50,000
	Capital III Expenditure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>118</b>	<b>SCHOOL SUPERVISION AND SUPPORT</b>	<b>\$5,142,594</b>	<b>\$4,153,178</b>	<b>\$16,039,048</b>	<b>\$11,251,347</b>	<b>\$18,911,801</b>	<b>\$18,906,801</b>	<b>\$18,906,801</b>
	Recurrent Expenditure	\$5,142,594	\$4,153,178	\$16,039,048	\$11,251,347	\$18,906,801	\$18,906,801	\$18,906,801
	Capital II Expenditure	\$0	\$0	\$0	\$0	\$5,000	\$0	\$0
	Capital III Expenditure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>120</b>	<b>STUDENT SUPPORT SERVICES</b>	<b>\$3,605,728</b>	<b>\$3,193,402</b>	<b>\$3,655,566</b>	<b>\$2,376,638</b>	<b>\$3,367,157</b>	<b>\$3,367,157</b>	<b>\$3,367,157</b>
	Recurrent Expenditure	\$3,605,728	\$3,193,402	\$3,655,566	\$2,376,638	\$3,267,157	\$3,267,157	\$3,267,157
	Capital II Expenditure	\$0	\$0	\$0	\$0	\$100,000	\$100,000	\$100,000
	Capital III Expenditure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>121</b>	<b>NATIONAL RESOURCE SERVICES</b>	<b>\$5,754,688</b>	<b>\$6,631,707</b>	<b>\$7,226,553</b>	<b>\$6,796,420</b>	<b>\$7,798,367</b>	<b>\$7,787,157</b>	<b>\$7,777,157</b>
	Recurrent Expenditure	\$5,754,688	\$6,588,267	\$7,181,553	\$6,796,420	\$7,460,319	\$7,460,319	\$7,460,319
	Capital II Expenditure	\$0	\$43,440	\$45,000	\$0	\$338,048	\$326,838	\$316,838
	Capital III Expenditure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>122</b>	<b>POLICY AND PLANNING</b>	<b>\$7,530,959</b>	<b>\$1,826,439</b>	<b>\$4,572,119</b>	<b>\$5,687,355</b>	<b>\$7,073,306</b>	<b>\$3,073,306</b>	<b>\$1,073,306</b>
	Recurrent Expenditure	\$484,534	\$416,762	\$1,047,127	\$419,215	\$1,043,306	\$1,043,306	\$1,043,306
	Capital II Expenditure	\$0	\$24,783	\$25,000	\$58,838	\$530,000	\$30,000	\$30,000
	Capital III Expenditure	\$7,046,424	\$1,384,894	\$3,499,992	\$5,209,302	\$5,500,000	\$2,000,000	\$0
<b>123</b>	<b>WORKFORCE DEVELOPMENT</b>	<b>\$619,908</b>	<b>\$468,477</b>	<b>\$961,391</b>	<b>\$516,553</b>	<b>\$957,127</b>	<b>\$957,126</b>	<b>\$957,126</b>
	Recurrent Expenditure	\$619,908	\$468,477	\$961,391	\$516,553	\$957,127	\$957,126	\$957,126
	Capital II Expenditure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Capital III Expenditure	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL BUDGET CEILING</b>		<b>\$273,014,443</b>	<b>\$222,891,906</b>	<b>\$258,722,134</b>	<b>\$245,036,398</b>	<b>\$282,506,835</b>	<b>\$278,376,269</b>	<b>\$276,298,269</b>
	Recurrent Expenditure	\$238,401,890	\$216,174,877	\$241,710,020	\$232,638,307	\$261,088,432	\$261,088,431	\$261,088,431
	Capital II Expenditure	\$16,857,237	\$2,187,570	\$3,400,695	\$2,963,495	\$7,894,948	\$7,287,838	\$7,209,838
	Capital III Expenditure	\$17,755,317	\$4,529,460	\$13,611,419	\$9,434,596	\$13,523,455	\$10,000,000	\$8,000,000

## Lessons Learned in 2022

In this section, we delve into the insights, experiences, and valuable lessons derived from both the successes and challenges encountered during the execution of the BESPlan in 2022. These lessons will serve as a foundation for informing the Ministry's future decision-making, enhancing educational practices, and preventing the recurrence of past errors. Presented below are key takeaways from the Ministry's experiences in 2022:

**Document carefully.** Documenting ensures that the Ministry can effectively monitor the advancement of multiple projects and tasks, preventing the oversight of critical information. Detailed documentation creates clarity and transparency in every decision or action taken. It allows stakeholders, including Ministry officials, project managers, team members, and external partners, to understand the project's history, current status, and future direction. This transparency helps build trust and accountability.

**Exercise caution when setting goals.** Some objectives set two years ago have been achieved so successfully that the outcomes mean that we now need to adjust future plans and current workload.

**Budget with vision.** Adhering to outdated budget formats presented significant challenges that impeded our ability to accomplish some of our intended objectives successfully. This limitation stemmed from our inability to adapt to evolving financial needs and priorities. The established budgetary framework, which may have served us well in the past, no longer provided the necessary fiscal flexibility required to respond effectively to changing circumstances and emerging opportunities.

**Begin with leadership.** If we neglect the training requirements and mindset of those in leadership roles within our schools and organizations, it becomes more challenging to implement meaningful changes at the operational level.

**Effective communication is nearly as crucial as the programs themselves.** It's imperative that we convey information about our actions and their purpose clearly and creatively; otherwise, the essence of our work may be overlooked or misunderstood.

## CONCLUSIONS AND RECOMMENDATIONS

As we move forward, educators, policymakers, and stakeholders must continue to join efforts and collaboratively strive for a future where every learner has access to high-quality education and the opportunity to reach his or her full potential. The journey toward educational excellence begins with a thorough understanding of the past, present, and future challenges and possibilities, and this report provides us with a valuable roadmap to guide our way. Some of the most significant accomplishments are summarized as follows:

The main highlights under the pillar of Reforming the System of Education encompass the ongoing support for the Rural Education Grant Fund (REGF), the allocation of supplementary resources to nurture Belize's human potential through higher education scholarships, and a review of the secondary schools' funding mechanism to enhance accountability.

In relation to Transforming Teaching and Learning, the Ministry, along with its stakeholders, embarked on a pilot program for curriculum reform and fully harnessed the potential of the Teacher Learning Institute (TLI) to provide extensive professional development training. The Ministry's strategic partnerships with key stakeholders further broadened the scope of training opportunities available to educators and school leaders.

In Prioritizing Underserved Sectors, the Ministry introduced the Education Upliftment Project in four southside Belize City secondary schools to support at-risk youth and the most vulnerable students from lower socio-economic households. Furthermore, the Ministry directed its efforts toward ensuring the distribution of learning devices and improving internet infrastructure in both urban and rural communities to enrich digital learning possibilities for students. Additionally, targeted Special Education Services were made accessible to students across the nation.

In Maximizing Human Capital, the Ministry aimed to improve services offered. Improvements began with internal transformation to support the services offered across Units. Internationally recognized standards for higher education were introduced to address local and international labour market needs.

Our dedication in 2023 will remain unwavering and filled with vigor. The Ministry will persistently strive to meet the objectives outlined in our BESPlan and PlanBelize, channeling our energy and finances to ensure that education in Belize thrives and prospers.





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Tapir



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